

# Stourfield Junior School

## Inspection report

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<b>Unique Reference Number</b>	113730
<b>Local Authority</b>	Bournemouth
<b>Inspection number</b>	338228
<b>Inspection dates</b>	15–16 June 2010
<b>Reporting inspector</b>	Anna Sketchley

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	426
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gaynor Brown
<b>Headteacher</b>	Emma Rawson
<b>Date of previous school inspection</b>	10 May 2007
<b>School address</b>	Cranleigh Road Bournemouth BH6 5JS
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 27 lessons and observed 18 teachers. They analysed and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a wide range of documentation, including pupils' work, systems for monitoring and tracking pupils' progress, plans for improvement and reports written by the local authority. Questionnaires completed by 85 pupils, 22 staff and 235 parents and carers were evaluated.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the ability of leaders at all levels to sustain the recent rise in attainment in English and mathematics
- the effectiveness of strategies in teaching, learning and the curriculum to improve the progress of all pupils, especially in mathematics and for higher attaining pupils in both English and mathematics
- the effectiveness of provision for pupils with special educational needs and/or disabilities and how well it supports their attainment and progress so that they achieve as well as other pupils
- the success of strategies to ensure good attendance
- the strategies to manage behaviour and successfully they contribute to learning for all pupils in lessons and their safety in school.

## Information about the school

Stourfield is a larger-than-average junior school that attracts pupils from within three to four miles of the surrounding area. Most pupils are from White British backgrounds, although there are a very small minority of pupils who are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is above average and there are a significant number of statements of special educational needs to support pupils with specific needs. Within these groups, the majority of have speech and language communication difficulties or behavioural, emotional and social needs.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**1**

### Main findings

Stourfield is a good school and an exciting place in which to learn. It has some outstanding features. There is a welcoming and truly inclusive atmosphere and relationships are excellent. Since the last inspection, there has been rapid improvement because of the strong and dynamic leadership of the headteacher, who has built a team of staff fully committed to raising attainment and improving pupils' progress. She is exceptionally well supported and challenged by outstanding governors. Senior leadership is characterised by openness and trust and is very well distributed across the school. This openness and trust enables experienced teachers to monitor and develop teaching and learning at all levels, so that the quality of teaching is now mostly good or better. An exciting new curriculum engages pupils very well and developments since the last inspection have resulted in the improvement of this aspect of provision from satisfactory to outstanding. Parents and carers are very supportive of the school and make comments such as 'The level of teaching and nurturing at Stourfield is excellent. I feel that my children have developed very well socially and academically.'

Thorough tracking of pupils' progress and exemplary monitoring procedures show that the school's knowledge of what needs to be done next is accurate and from this the school sets challenging targets. Strategies implemented to meet these targets are showing clear signs of success. Inspection evidence showed that the rise in attainment by the end of Year 6 has been sustained, despite a high level of educational needs in this Year group. These features, coupled with the strong leadership and rapid improvement, give the school an outstanding capacity to improve further.

Although attainment has been steadily rising in mathematics, progress in this subject is not yet as good as it is in writing. Staff recognise, through their own analysis, that methods for the teaching of number skills are not yet used consistently throughout the school and plans are already in place to address this, but have yet to be implemented. The needs of more-able pupils and those with special educational needs and/or disabilities are met well in lessons, because teachers set challenging tasks and arrange for extra support where necessary.

Pupils enjoy school, behave well, are polite, and a joy to talk to. Sometimes behaviour is exemplary, especially in lessons, which are not disrupted. Those pupils who find it difficult, for particular reasons, to conform to expected patterns of behaviour, are very well managed. This management of behaviour ensures a positive climate in which to learn for all pupils and they are exceptionally well cared for. Attendance has improved due to the rigorous procedures the school has in place, resulting in persistent absenteeism being significantly reduced. The school has an outstanding range of partnerships, through which it is supported in its work and, in return, is able to

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reciprocate and support other institutions by sharing its own areas of excellence.

**What does the school need to do to improve further?**

- Raise standards and improve rates of progress in mathematics by ensuring that the effective methods for the teaching of number skills used in some lessons are applied consistently throughout the school.

**Outcomes for individuals and groups of pupils****2**

National tests show that, over the past three years, attainment in English and mathematics has been rising. Although attainment in English has fluctuated a little, in 2009, standards were significantly above average. In mathematics, standards rose steeply from below to above average. From pupils' work in lessons, in their books and the school's own assessment data, the attainment of pupils currently in Year 6 is judged to be above average again, this year. The school's tracking demonstrates that pupils are now achieving well and make good progress throughout the school, although progress is stronger in English than in mathematics. However, pupils in Year 6 made excellent progress in a mathematics lesson, when using their knowledge of properties of 3D shapes to construct their own shape. Excellent planning and preparation ensured that work was exactly matched to the different abilities of pairs of pupils. Expectations ranged from less-able pupils making a cube with straws to more-able pupils being challenged to make a hexagonal prism. Pupils were totally engaged in their work.

Pupils in Year 5 enjoyed an outstanding geography lesson when the teacher used a video clip and slides, together with pupils' knowledge from a recent visit, to teach about the features of rivers. The lesson was enriched by the teacher's exemplary geographical and literacy knowledge. Very good links were made between subjects through a short discussion about vocabulary such as 'meander' and how the word might be used in descriptive writing as well as in geography. When learning how to retell a story, the interest of a group of lower-attaining pupils with a high proportion of boys was captured through the appropriate choice of the poem 'The Highwayman'. Pupils were helped by use of a checklist to remind them of writing conventions such as full stops and capital letters. The least-able pupils were exceptionally well supported by the teaching assistant when using a simple framework for writing.

Pupils with special educational needs and/or disabilities and those who are at the early stages of learning English have clear individual education plans and are very well supported and included in lessons by highly skilled teaching assistants and, as a result, make the same good progress as all other pupils.

Pupils feel secure in school and safe from harassment and bullying. They say that 'teachers keep an eye on things' and are very comfortable with adults, knowing who to go to for help and that they will be listened to and treated fairly. The pupils demonstrate a good understanding of the importance of living healthily, through their work for the Activemark and Sportsmark awards and by joining in the extensive range of physical activities and by bringing fruit snacks for break time. There are excellent opportunities

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for pupils to take on responsibilities around the school, such as the Friendship Squad, Lunch Bunch, Peer Mentors, helping with the fruit stall and stationery shop, and opportunities for making decisions and changes to school life. Through these opportunities, pupils feel they make a genuine contribution to school life and they value the chance to make improvements through class and school councils. They take pride in being a part of the local community, particularly through their charitable work and in winning an award for their contribution to Bournemouth in Bloom. Life-skills learned through these opportunities, together with their good basic skills, are preparing the pupils well for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The thorough and detailed ways in which lessons are planned and teachers' good subject knowledge ensure that activities are correctly matched to the different learning needs of all pupils. At the beginning of lessons, appropriate use is often made of technology, such as video clips, slides and programs on the interactive whiteboards, to capture pupils' interest and make it very clear to pupils what they are to learn. High

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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expectations of work and behaviour are set and pupils respond to these well. Teachers use a range of teaching styles very effectively and, in the best lessons, questioning is used well to check pupils' understanding and ascertain what needs to be included in future lessons. However, this type of assessment is not yet consistent throughout the school. Just occasionally, the pace in lessons slows when pupils spend too much time listening to the teacher and insufficient time on the tasks. This results in pupils not making quick enough progress. Marking explains clearly what pupils must do next to improve their work and is a strength of teaching and assessment.

Pupils are keen to talk about how lessons are fun and exciting. They appreciate the memorable experiences the school provides across all areas of learning. The new 'International Primary Curriculum' has ensured high levels of engagement for pupils of all abilities. It is relevant and interesting, challenging them to think and build up skills for learning, as well as extending their knowledge. The outdoor classroom plays an important part in this outstanding provision. Links between subjects have developed rapidly, especially in supporting and enhancing pupils' literacy and information and communication technology skills. A wide range of visits and visitors and an extensive choice of enrichment activities make a very positive contribution. Opportunities to extend pupils' skills in the arts by belonging to the Cultural Hub and gaining the Silver Artsmark demonstrate the importance the school attaches to all areas of the curriculum. Pupils enjoy particularly learning about themselves through personal, social and health education, which is outstanding and a strength of the school. Personal, social and health education makes a significant contribution to the inclusive nature of the school and the particular needs of pupils experiencing significant difficulties.

The school cares for all pupils exceptionally well. Parents and carers showed a very high level of satisfaction with all safety procedures, which are carried out diligently. Provision for pupils with special educational needs and/or disabilities is well organised and pupils are strongly supported in a sensitive way. The key-worker system for those pupils with a statement of special educational needs is especially effective. Parents and carers showed their appreciation of the high level of care in comments such as, 'The pastoral team have supported my child brilliantly in the years he has been at the school. The 'chill out' zone and the support staff that run it have helped my child deal with his feelings and the very complex events that have taken place in his life recently. He feels very secure at school.'

*These are the grades for the quality of provision*

<p><b>The quality of teaching</b> Taking into account: The use of assessment to support learning</p>	<p><b>2</b></p>
<p><b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b></p>	<p><b>1</b></p>
<p><b>The effectiveness of care, guidance and support</b></p>	<p><b>1</b></p>

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## How effective are leadership and management?

Drive and ambition towards improvement are very strong. The headteacher's professional and thorough way of working and her enthusiasm and determination for the school to improve have led to a very good partnership between herself and the deputy headteacher and the skilled senior leadership team who lead each year group very well. This partnership has improved the quality of teaching and learning strongly since the last inspection. The excellent continuing professional development of all teachers, but especially those responsible for leading year groups, core subjects or initiatives such as the 'International Primary Curriculum', special educational needs and assessment, has enabled the headteacher to delegate aspects of the school's work. Those who hold positions of responsibility are well equipped to do the job and fully involved in planning the way forward to further improvement.

Governors have an in-depth knowledge of the school, because they monitor its work at first hand, very regularly. They use their many skills most effectively to challenge the school about its future development. Their support of the school and its pupils is excellent, even to the extent of a significant number spending time away on a residential visit with Year 6 pupils.

The school's commitment to community cohesion is strong. There are many examples of the way in which it promotes community cohesion at local and global levels, especially through the curriculum. Because of a thorough audit, the school knows that pupils' understanding of the diverse cultures found in other areas of the United Kingdom is less strong.

The school has an excellent range of partnerships. Not only do these enhance outcomes for pupils, but also they enable the school to share some of its good practices to help other institutions. Promoting the equality of different groups of pupils is well managed, through careful monitoring, and is becoming more effective as provision for and the progress of all pupils continues to improve. Leaders do not tolerate any form of discrimination. Safeguarding procedures are exemplary and regular training and rigorous monitoring procedures ensure that this high quality is maintained.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>



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<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

The vast majority of parents and carers who responded are extremely supportive of the school. In the words of one parent/carer, 'I would just like to say how much I think the school has continued to improve over the last few years. The international Primary Curriculum and other initiatives give children such a rich educational experience □ the staff are committed and very approachable.' Of the small number of concerns raised, some were individual issues. A few parents and carers indicated concerns about how behaviour is dealt with. However, during the course of the inspection, behaviour was always good and sometimes exemplary and the school demonstrated that it has effective strategies for managing it for all pupils. In addition, a small number of parents and carers raised concerns about their children's progress and the communications to them about this by the school. Inspectors found that pupils make good progress and discussed the communication issue with the school. The school acknowledges that this was an area for improvement of which they are aware and they already have plans in place to change reporting systems from September 2010.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stourfield Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	113	48	111	47	8	3	1	0
The school keeps my child safe	157	67	73	31	5	2	0	0
The school informs me about my child's progress	95	40	115	49	22	9	1	0
My child is making enough progress at this school	91	39	113	48	24	10	3	1
The teaching is good at this school	101	43	116	49	10	4	0	0
The school helps me to support my child's learning	88	37	125	53	17	7	2	1
The school helps my child to have a healthy lifestyle	117	50	111	47	4	2	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	102	43	109	46	8	3	2	1
The school meets my child's particular needs	100	43	109	46	18	8	4	2
The school deals effectively with unacceptable behaviour	93	40	104	44	27	11	6	3
The school takes account of my suggestions and concerns	87	37	118	50	16	7	5	2
The school is led and managed effectively	114	49	105	45	6	3	5	2
Overall, I am happy with my child's experience at this school	126	54	95	40	10	4	3	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 June 2010

Dear Pupils

Inspection of Stourfield Junior School, Bournemouth BH6 5JS

I should like to thank you for the very warm and friendly welcome you gave us when we visited your school recently and for spending time talking to us. We really enjoyed meeting you. Stourfield Junior is a good school and you are achieving well because of the actions taken by your headteacher, along with all the adults in your school. These are some of the best things we found.

- You really enjoy coming to school, your attendance is good and you are very polite and well behaved. This is helping you to make good progress.
- You have a good understanding of how to stay safe and live a healthy lifestyle.
- You enjoy helping in school and get on really well together. Your attitude to taking on responsibilities is excellent.
- Your teachers teach you well and make learning fun. You have a good attitude to your work and find your learning really interesting.
- You are exceptionally well cared for and you told us that you feel very happy and safe in school.
- Your headteacher and governors do a fantastic job.

All the adults in your school want you to do your very best. They know what needs to be done next and, from the findings in this inspection, we have asked them to do something to make your learning even better.

- We have asked them to make sure that, in mathematics, you are taught the same methods for your number work all through the school, so that you make the best progress you can.

Please keep working hard!

Yours sincerely

Anna Sketchley

Lead inspector (on behalf of the inspection team)

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